

# Scandinavian Studies

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# Scandinavian Studies

VOLUME 27

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## SCANDINAVIAN STUDIES IN INSTITUTIONS OF LEARNING IN THE UNITED STATES

*Third Report: 1954-55*

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AND

GÖSTA FRANZEN, *University of Chicago*

### 1. *Introduction*

AT FOUR-YEAR intervals since 1947, the authors have been conducting surveys of Scandinavian courses offered in institutions of learning in the United States. The main purposes have been to study the distribution of courses, to determine enrolment trends, and to compile current indexes of institutions, faculties and courses. The information is gleaned from questionnaires sent to universities, colleges, denominational schools and high schools, and a report of each survey is printed as soon as practicable in *Scandinavian Studies*. Reports of the first and second surveys, respectively, can be found in the *Scandinavian Studies* issues for August 1947 and November 1951. The authors hope to continue this work, which is done under the auspices of the Society for the Advancement of Scandinavian Study, until reasonably valid conclusions can be drawn regarding the effects of the gradual disappearance or dissipation of first-generation immigrant communities in the old Scandinavian centers of the United States.

### 2. *Summary of Past Findings*

The first report of this series outlined the historical development of Scandinavian studies in the United States from their inception in denominational schools in the 1870's; through their peak in 1917, when courses were offered in 63 public high schools; their decline from the end of World War I to 1927; and

their upward trend in the 1930's.<sup>1</sup> Detailed enrolment figures for this fifty-year period were not available, and it was not until Esther Chilstrom Meixner conducted a survey of the academic year 1939-40 that a springboard for future scientific investigations was established.<sup>2</sup> We found it necessary for purposes of a continuing series of surveys to deviate considerably from Meixner's categories of information, thus sacrificing some bases of comparison. Nevertheless, we were able to conclude that enrolments in Scandinavian subjects had increased in universities and colleges between 1939 and 1946, whereas enrolments in high schools had decreased. Results of our second survey indicated a continuation of this trend between 1946 and 1950.<sup>3</sup>

### 3. Method and Scope

The following information was requested in the 1955 questionnaire:

- a. Courses in Scandinavian languages, literature, culture and history which materialized Summer Session 1954; number of students; number of quarters or semesters.
- b. Courses which materialized Autumn 1954; number of students; number of quarters or semesters.
- c. Courses which materialized Spring 1955; number of students; number of quarters or semesters.
- d. Courses which did not materialize in the academic year 1954-55 but which are regularly offered or listed; year last taught.
- e. Name, rank, degree and birthplace of each faculty member in the Scandinavian field.
- f. Students' motivation in registering for Scandinavian courses; percentage of students of Scandinavian ancestry.
- g. General comments and news (scholarships, research pro-

<sup>1</sup> This historical sketch was largely based on statistical data from Esther Chilstrom Meixner, *The Teaching of the Scandinavian Languages and Literatures in the United States*, Philadelphia, University of Pennsylvania, 1941.

<sup>2</sup> Meixner, *op. cit.*

<sup>3</sup> The enrolment figures given in our reports are always for the Autumn term immediately preceding; e.g., Autumn 1946 (1947 report), Autumn 1950 (1951 report), and Autumn 1954 (present report).

jects, doctoral dissertations in related fields, courses to be added or dropped, etc.).

As usual, a note was added to the effect that enrolment figures for individual schools and birthplace of individual instructors would be held confidential. The reason for confidential treatment of the first item is that it is important for purposes of these investigations to avoid a competitive spirit among our correspondents, in addition to which of course the decision to publicize such figures must rest with the individual schools on ethical grounds. The second item is intended simply to guard the privacy of those concerned.

The only basic innovation in this year's questionnaire was Item f, concerning student motivation. This is of course a question fundamental to the purpose of the investigation, and the only reason for our tardiness in introducing it was that we hesitated to overburden our correspondents—particularly in the early stages before the value of our work could be demonstrated to those whose cooperation would be needed. The results have been very gratifying, and the lengths to which many correspondents went to supply us with the requested data indicate that we had underestimated their willingness to sacrifice precious time on such a project. From some schools came individual slips written by the students themselves concerning their reasons for registering in Scandinavian courses, and our fund of data on this subject is now so great that adequate treatment would be impossible within the framework of the present report. A brief separate article on student motivation will therefore be prepared for an early issue of *Scandinavian Studies*.

As in the past, the enrolment figures in Table II (and throughout the text) are for the Autumn term only. The inclusion of figures for the whole year would unnecessarily complicate our reports at the present time, as it would be difficult to estimate what percentage of enrolments in the second (and sometimes third and fourth) terms represents new individuals (spreading interest). We believe that a true picture of the trend over a period of years can be obtained by consistent comparison of the same term each year. Meanwhile, we continue to collect enrolment figures for all terms so that the last report of the

series, at some undetermined time in the future, can cover all possible aspects of the problem.

All other tables are based on figures for the entire academic year.

The mailing list this year included 118 institutions.<sup>4</sup> Replies were slower than in 1951, the delay being in most cases due to failure of the questionnaire to reach the particular individual who best could judge which courses of the institution would fit in under the requested categories of information. In some cases it was necessary at first to address the inquiry to the Registrar, and adequate response was obtained only after a second (sometimes a third) inquiry had found its way to some person more directly concerned. Ultimately, however, the desired information was obtained from all addressees except one college.<sup>5</sup>

Some problems have always been encountered with regard to the selection of a mailing date. If the questionnaires are sent too early in the Spring, certain schools are unable to provide enrolment data for the last term of the academic year. If they are sent too late, the report cannot be completed for publication the same year. As a compromise, they have usually been sent about mid-February, possibly with the result that some schools receive them at an inopportune time, such as the busy examination or registration week. Unfortunately no perfect solution to this problem appears possible.

The frequency of the investigations has also presented a problem. Bearing in mind the desirability of regular intervals in a study of trends, we have thus far maintained a four-year spacing between these surveys. We have recently discovered, however, that in choosing an even number of years between surveys, we consistently miss the enrolments in certain courses which are regularly offered every other year. Future surveys

<sup>4</sup> The mailing list is based on earlier ones—beginning with that used by Meixner in 1940—corrected and supplemented by information from a variety of sources. It should be realized that the list in itself represents a preparatory investigation of major proportions and that by the time the questionnaires are ready to be mailed, it has already been largely established what institutions have offerings, or are likely to have them, in Scandinavian.

<sup>5</sup> Russel Sage College.

may therefore be timed to occur every three or five years.<sup>6</sup>

Although every possible effort has been made to achieve accuracy in the compilation of statistics, it must be remembered that no investigation can be entirely exhaustive unless unlimited time and facilities can be devoted to it. It would not be practicable within the space of a single year, for instance, to contact every university, college, denominational school and high school in the United States and obtain useful replies from even a majority of them, not to mention all. It is therefore entirely possible that we have missed some courses given in English covering various aspects of Scandinavian culture, such as social or political science, history, literature, music and art. Courses of this kind are occasionally to be found in unsuspected departments, and the authors appreciate all assistance given by their correspondents in tracking them down.

A further problem is presented by the question of Scandinavian subjects treated in survey courses dealing with broader matters, such as Drama, European literature, Germanics, Philosophy, etc. A course long given in the English department of a large Eastern university, for instance, went under the name of Modern Drama, but the professor who gave it up to the time of his recent death chose to make it in effect a course on Ibsen in translation. There is no way of compiling precise information on such courses, suitable for inclusion within the framework of these investigations. It would be interesting some time, however, to see a separate report on the position occupied by the Scandinavian literatures, etc. in survey courses on broader subjects, if any of our colleagues could find the time and facilities for investigating the matter.

#### 4. *Current Situation and Trends*

The grand total of all known enrolments in Scandinavian language, literature, history and culture courses taught in American universities, colleges and high schools during the Autumn of 1954 was 2,322. The corresponding figure for 1950 was

<sup>6</sup> We should greatly appreciate comments from our colleagues regarding their willingness to be burdened with questionnaires as often as every third year.

2,916. This drop of 594 enrolments represents a decrease of over 20% since 1950, as against the approximate 12% for the previous period.

As Table II B shows, the decrease in enrolments has affected universities as well as colleges and high schools, in contrast to the period between 1946 and 1950, when universities showed a slight net increase.<sup>7</sup> The figures for 1954 show that the universities have lost 27% of their 1950 enrolments, the colleges 11%, and the high schools 30%.<sup>8</sup> Non-language courses lost considerably more (28%) than did languages (17%), a reversal of the situation found in the 1951 investigation.

The total number of institutions of all kinds known to be offering Scandinavian courses is 64. This makes one more than the 1950 total—14 eliminations being counterbalanced by 15 additions. (See Tables III and IV.) The general instability manifested in these eliminations and additions does not differ greatly from that of the previous two periods (10 institutions dropped and 16 added in 1950; 17 dropped and 13 added in 1946). Comparison of the lists under Table IV of the three reports in this series brings to light the fact that several institutions have been in, out, and back in the picture again through the past 15 years.

The number of courses offered in all institutions is 305—two more than in 1950.<sup>9</sup>

As in 1946 and 1950, enrolments in Norwegian exceeded those in Swedish (and of course those in Danish, which continues by far to have the smallest enrolment of the modern Scandinavian languages). Furthermore, the margin of difference between Norwegian and Swedish is steadily growing greater. In 1946 Norwegian enrolments were only 12% greater than those in Swedish; in 1950 they were 26% greater; in 1954, 33%.<sup>10</sup>

<sup>7</sup> Although universities and colleges had record-breaking enrolments in the academic year 1954-55, registrations in languages dropped severely.

<sup>8</sup> All percentages in this article are given in round numbers.

<sup>9</sup> Some schools probably continue to list obsolescent courses, as a comparison of faculty strength with program of instruction reveals more courses per capita than could be handled even in alternate or third years.

<sup>10</sup> This includes under Norwegian the few enrolments in "Dano-Norwegian" for 1946 and 1950. No "Dano-Norwegian" enrolments occurred in 1954.

It is interesting to note that in all three cases Norwegian gained its position of precedence by virtue of heavy enrolments in colleges and high schools. In the universities, on the other hand, Swedish enrolments have been greater than Norwegian ever since 1946, but here the margin of difference has been fluctuating (Swedish 37% greater than Norwegian in 1946, 21% greater in 1950, and 26% greater in 1954).<sup>10</sup>

Enrolments in Old Norse/Icelandic showed a drop from 67 in 1950 to 43 in 1954.<sup>11</sup> It is not likely that this represents a true or permanent downward trend, as fortuitous circumstances (absence of the instructor, etc.) caused the elimination of several classes in 1954. Percentage breakdowns at this time would be of doubtful value and possibly misleading, as the available statistics are too sparse. A clearer picture of Old Norse/Icelandic enrolments should develop in the next six years or so. (Cf. final paragraph under *Method and Scope*.)

This year's survey has identified 108 faculty members engaged in the teaching of Scandinavian subjects, as shown in Table V. A comparison of faculties with courses in Table I indicates that a number of individuals not so marked must be engaged only part-time in the Scandinavian field. The percentage of Scandinavian-born faculty members has remained very little changed (62% in 1946, 57% in 1950, and 59% in 1954).

A number of institutions have offered information regarding prospects for the future. This may be summarized as follows:

Clark University intends to offer a course in Ibsen in translation, and to begin with Swedish in the evening school.

The University of Indiana may introduce courses in Modern Scandinavian languages at some time in the future.

The University of Texas will introduce Beginning Norwegian in the Autumn of 1955.

Yale University will begin Swedish courses in 1956.

Bethel College may add a third year of Swedish for studies in history, literature, legislation, etc.

Gustavus Adolphus College may add Conversational Swedish.

<sup>10</sup> For practical purposes Modern Icelandic is included under Old Norse/Icelandic, as some institutions seem to make little or no distinction between the two, or to touch on both in the same course. Several institutions have commented "with modern pronunciation" under their O.N./O.Icel. listings. Only two listed straight Modern Icelandic in 1954.

It is also proper to mention here that Trinity Seminary and Bible Institute in Chicago, not listed in Table I, has been conducting a course in Norwegian without college credit.

One doctoral dissertation on a Scandinavian subject was completed at the New School for Social Research. Five such dissertations were in preparation at the University of Minnesota at the time when the questionnaires were collected, but it is not known whether any or all of them were actually completed by the end of the academic year.

As in 1951, there were friendly and helpful comments from several of those who sent in negative replies. Some examples are given below:

"I am sorry but no courses in Scandinavian have been announced or given in the last 5-10 years. There would otherwise have been 2-3 grad. students who specialized in Comparative Linguistics. Lack of financial resources make it impossible to give instruction in Old Norse or Modern Swedish. It is difficult even to keep up a Dept. of German or Germanic Languages. The number of students for modern foreign languages is *diminishing*. *Small* classes are not desired by Univ. authorities. Too bad!" (A small university in the Middle Atlantic States.)

"We have many Scandinavian students who are interested but we do not have the funds to offer the course regularly. . . . Swedish was formerly taught in the el. schools here but I believe the general intolerance with anything not "American" (i.e. English) has forced it out. Youngsters generally seem ashamed of Swedish or German background & the parents do not have the interest or courage to fight stupid educationists who are against all languages and who favor popular & easy courses. . . . The . . . community (that of a Near Eastern country) here has shown an unusual determination to hold their language and culture. They have supported their studies here with the result that a Prof. comes here each week from . . . University to give 3 courses in . . . language and history. I have tried to get similar support from the Swedes here. There is a Swedish newspaper. There are regular Swedish radio programs." (A small university in New England.)

"We have often discussed starting elementary Scandinavian language courses under the auspices of the Department of German, but hitherto various pressures and shortages of manpower have proved stumbling blocks. There appears to be very little "Scandinavian element" in the state and no strong "demand" has consequently been voiced. We have not given up hope, however, and our recent acquisition of Dr. . . . may enable us to start some courses within the reasonably near future." (A large Middle Western university.)

"I have Swedish programs here once a year, films, songs, folk-dances, etc. They are well attended . . . but this great interest does not extend into a desire to learn the language itself. Although . . . is a Scandinavian center there is little

interest in Scandinavian languages. I have never had more than 12 students a class." (Other-city annex of a large Middle Western university.)

"Our graduate department calls itself Department of Germanic Languages and Literatures. We are trying very hard not to forget the fact that the Scandinavian Languages and Literatures are a very important part of our subject. It is only on account of small enrollments in our department that we more or less concentrate on German language and literature." (A large university in the North Atlantic States, offering a very limited Scandinavian program.)

"We discontinued Norwegian when the instructor of Norwegian, who had offered First Year Norwegian as an elective (enrollment 10 students) moved away in 1953." (A large Middle Western university.)

"My impression is that Scandinavian courses on the undergraduate level suffer from a defeatist attitude on the part of many instructors, a tendency to appeal too exclusively to Scandinavian-American *pietetsfølelse*, and a heavy touch in methods of instruction inherited from the old subordination of Scandinavian to German and Germanic scholarship." (A small West Coast college. Although this comment did not accompany a negative reply, it has been included with the others because of its obvious relationship in subject-matter.)

"We have not had classes in Norwegian since about 1944, when, for some reason, the demand died out. We may try again some time." (A West Coast high school.)

### 5. *Comments and Conclusions*

The most striking fact brought to light by this survey is that the enrolment in Scandinavian courses has undergone a sharp decline during the past four-year period—a decline not, as in previous years, limited to high schools, but now affecting colleges and universities as well. In view of the increasing number of schools, courses and instructors, this decrease in registrants seems, at least at first glance, rather discouraging. But before any definite conclusions are drawn from this decrease, a number of related facts must be taken into consideration.

Of all institutions the high schools have suffered comparatively most, with a drop of 195 enrolments or 30%, resulting from the fact that no less than six of them discontinued Norwegian and Swedish altogether. There were 17 high schools offering Scandinavian courses in 1939, 15 in 1946, 13 in 1950, and only 7 remaining in 1954. The reasons for this development have been discussed in our earlier reports: the rapidly dwindling number of children of high-school age whose parents were born in Scandinavia, the difficulty of maintaining staffs of qualified teachers, etc. It is encouraging, however, that the enrolment

continues to be good in surviving classes of such strong Scandinavian centers as Rockford, Minnesota, and Brooklyn.

During the last few years a large-scale experiment has been taking place, involving the introduction of foreign languages into elementary schools (kindergarten through the 6th grade); and in 1954 approximately 330,000 pupils were given instruction in Spanish, French, German, Italian, and Polish. Most of the children were getting their instruction direct from either a classroom teacher or a visiting specialist. Others were learning from regularly scheduled radio lessons broadcast into their classrooms.<sup>12</sup> If this venture proves successful, it might be useful as an instrument to revive interest in Scandinavian languages in the high schools.

The Scandinavian colleges are naturally, like the high schools, affected by the declining number of immigrant children. But even though they, too, have suffered a slight drop in enrollment, they have, with one exception,<sup>13</sup> been able to maintain courses; and it is gratifying that since the time of the previous survey Norwegian and Swedish language courses have been introduced at a number of non-Scandinavian colleges.<sup>14</sup>

Least vulnerable to the effects of the cessation of mass immigration are the universities, as pointed out in our previous survey, because their students more often choose Scandinavian subjects for purely scholarly reasons. Of those institutions that offered Scandinavian courses in 1950, all except five have maintained them, and this loss has been compensated for by the addition of five new ones.<sup>15</sup> Furthermore, there are places where the

<sup>12</sup> See Kenneth W. Mildenberger, *Status of Foreign Language Study in American Elementary Schools*. Published in mimeographed form by U. S. Department of Health, Education and Welfare, 1954.

<sup>13</sup> Luther College, Wahoo, Nebraska.

<sup>14</sup> The puzzling ratios between Norwegian and Swedish enrolments in different categories of institutions probably reflect basic differences in the history and attitudes of the two emigrant nationalities. This subject will be treated in a future report of this series. For an unexcelled exposition of Norwegian emigrant attitudes towards schools and language studies, see Einar Haugen's *The Norwegian Language in America*, University of Pennsylvania Press, 1953—particularly Volume I, chapters 6 & 7.

<sup>15</sup> See Table IV.

position has become considerably strengthened. For instance, the Scandinavian section of the University of California in Berkeley has now become a full-fledged department with programs leading to the Master's and Doctor's degrees; and the Swedish lectureship at Harvard has, thanks to a large donation from a Swedish immigrant in Detroit, become financially secured for a period of years.

Although a downward trend is undeniable even in institutions of higher learning, this does not necessarily signify a dwindling interest in Scandinavian studies as such. During the same period, enrolments in German at 21 schools went down 21%<sup>16</sup> and in Russian at an unspecified number of schools, no less than 35%.<sup>17</sup> It thus appears that the 18% loss in Scandinavian enrolments at universities and colleges actually represents a situation more favorable than the general nationwide decline in modern languages.

TABLE I

## INSTITUTIONS OF LEARNING IN THE UNITED STATES ENGAGED IN THE TEACHING OF SCANDINAVIAN IN 1954-55

Note: Asterisk (\*) means classes actually in session 1954-55.

Q—Quarters; S—Semesters; Sum—Summer Session.

Prof. means full, associate, or assistant professor (lower teaching titles not given).

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
<b>I. UNIVERSITIES</b>		
1. Brown University Providence, R. I. Prof. Jesse B. Bessinger, Ph.D.	Old Norse	1S
2. University of California Berkeley, Calif. Prof. Assar Janzen, Ph.D. Prof. Håkon Hamre, Cand.Philol. Margrete Schioler, M.A.	*Elem. Dan. *Adv. Dan. Convers. Dan. *Elem. Norw. *Adv. Norw.	2S 2S 1S 2S 2S

<sup>16</sup> Report by C. R. Goedsche to *PMLA*, Vol. 70: 3, p. xv.

<sup>17</sup> Report by Benjamin Fine in the *New York Times*, November 28, 1954.

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
	Convers. Norw.	1S
	*Elem. Swed.	2S
	Adv. Swed.	2S
	Convers. Swed.	1S
	*Hist. of Scand. Lit.	1S
	*Masterpcs of Old Norse Lit.	1S
	*Strindberg & his Writings	1S
	Swed. Poets of 19th Cent.	1S
	Romanticism in Norway	1S
	Holberg & Oehlenschläger	1S
	Hist. of Scand. Drama to 1900	1S
	*The Novel in Scandinavia	2S
	*The Icel. Saga	1S
	*Poetry of the Elder Edda	1S
	*Old Icel.	1S
	*Spec. Study for Adv. Undergr.	2S
	*Spec. Study for Grads. (O.Swed.)	2S
	The Plays of Ibsen	
	Scand. Drama of 20th Cent.	
3. University of California	Elem. Dan. & Norw. <sup>18</sup>	1S
Los Angeles, Calif.	Interm. Dan. & Norw. <sup>18</sup>	1S
Prof. Erik Wahlgren, Ph.D.	*Old Icel.	1S
	Elem. Swed.	1S
	Interm. Swed.	1S
	Old Norse Prose & Poet.	1S
	Scand. Lit. in Transl. (to 1750)	1S
	*Scand. Lit. in Transl. (since 1750)	1S
4. University of Chicago	*Elem. Norw.	1Q
Chicago, Ill.	*Interm. Norw.	1Q
Prof. Gösta Franzen, Ph.D.	*Adv. Norw.	1Q
Karin Franzen, Fil. Kand.	*Introd. to Old Icel.	1Q
Thor Gabrielsen, Cand. Philol.	*Elem. Swed.	1Q
(Prof. Chester Nathan Gould, Ph.D., ret. 1938)	*Interm. Swed.	1Q
	*Adv. Swed.	1Q
	Swed. Comp. & Convers.	1Q
	*Mod. Scand. Lit.	1Q
	*North-Germanic Philol.	1Q
	*Ibsen & Developm. of Mod. Drama	1Q
	*Hist. of Scand. Countries	1Q
	Survey of Scand. Lit.	1Q
	*Old Icel.	1Q

<sup>18</sup> To be split up into separate courses in the future.

## SCANDINAVIAN STUDIES IN INSTITUTIONS OF LEARNING 185

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
5. Columbia University New York, N. Y. Karl Åke Leander, Fil. Mag.	*Old Icel. *Readings in Old Icel. Sagas & Eddas *Elem. Swed. *Interm. Swed. *Swed. Lit. before 1910 *Swed. Lit. after 1910 *Ibsen & Strindberg *Edda & Saga	Sum-54 Sum-54 2S 2S 1S 1S 1S 1S
6. Cornell University Ithaca, N. Y. Jóhann S. Hannesson, M.A.	*Introd. Dan. *Introd. Norw. (intensive) *Introd. Swed. *Interm. Swed. *Scand. Linguistics Introd. Swed. (intensive) Introd. Dan. (intensive) Scand. Area Course *Introd. Norw. (intensive)	2S 2S 2S 2S 2S 1S 1S 1S Sum-54
7. Georgetown University Washington, D. C. Tove Svart, Ph.D. Brita Swartz, B.A. Margaret Bollman Randi Gjoer S. Vigtell	*Scand. Civilizn. *Scand. Drama *Old Icel. Old Icel.	1S 1S 1S 1S 1S 1S
8. Harvard University Cambridge, Mass. Prof. Francis P. Magoun, Ph.D. Gunnar Karl Boklund, Fil. Lic.	*Swedish *Swed. Lit. *Reading & Research *Scand. Civilizn. *Scand. Drama *Old Icel.	2S 2S 1S 1S 1S 1S
9. Indiana University Bloomington, Ind. Prof. H. V. Velten, Ph.D. Prof. Harold Whitehall, Ph.D. Bjarne Ulvestad, Ph.D.	Old Icel.	1S
10. State University of Iowa Iowa City, Iowa Prof. John C. McGalliard, Ph.D. Prof. William J. Paff, Ph.D.	*Old Norse (Given every 3 or 4 years, as "Special Project 203")	2S 2S
11. Johns Hopkins University Baltimore, Md. Prof. Stefán Einarsson, Ph.D.	Elem. Old Icel. *Adv. Icel. (individual work)	2S 2S
12. University of Kansas Lawrence, Kansas Prof. Phillip M. Mitchell, Ph.D. (Prof. Albert Morey Sturtevant, Ph.D., ret. 1946)	*Danish *Ibsen & his Scand. Contemps. Scand. Civilizn. Old Norse-Icel. Civilizn. Elem. Norw.	2S 1S 1S 1S 1S



## SCANDINAVIAN STUDIES IN INSTITUTIONS OF LEARNING 187

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
17. University of Nebraska Lincoln, Neb. Prof. Paul Schach, Ph.D.	Begin. Dan. & Norw. *Begin. Swed. *Begin. Swed. (extension) Icel. Swed. Lit. Scandinavian <sup>19</sup>	2S 2S 2S 2S 2S 2S
18. New York University New York, N. Y. Prof. Robert A. Fowkes, Ph.D.	*Old Icel.	2S
19. University of North Carolina Chapel Hill, N. C. Prof. George S. Lane, Ph.D.	*Modern Icel. *Begin. Norw. *Interm. Norw. *Adv. Norw.	2S 2S 2S 2S
20. University of North Dakota Grand Forks, N. D. Prof. Richard Beck, Ph.D.	*Recent Scand. Lit. in Engl. Transl. Hist. of the Norw. People Norw. Lit. Ibsen Old Icel. (Grad.)	2S 2S 2S 2S 2S
21. Northwestern University Evanston, Ill. Prof. Franklin D. Scott, Ph.D. Prof. John Spargo, Ph.D.	*Hist. of Mod. Scandinavia (Evanston Campus) *Hist. of Mod. Scandinavia (Chicago Campus) Old Norse	1Q 1S ?
22. University of Oregon Eugene, Ore. Prof. Astrid Mørk Williams, Ph.D.	*First Year Norw. Second Year Norw. First Year Swed. Second Year Swed. *Scand. Lit. in Transl.	3Q 3Q 3Q 3Q 3Q
23. University of Pennsylvania Philadelphia, Pa. Prof. Otto Springer, Ph.D. (Prof. Axel J. Uppvall, Ph.D., ret. 1942.)	Elem. & Interim. Dan. Adv. Dan.: The Drama Adv. Dan.: The Novel Mod. Icel. Elem. & Interim. Old Icel. *Adv. Old Icel. Elem. & Interim. Norw. Adv. Norw.: The Drama Adv. Norw.: The Novel Elem. & Interim. Swed.	1S 1S 1S 2S 2S 2S 1S 1S 1S 2S

<sup>19</sup> Most recently given Summer 1953; to be given again Summer 1956.

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
24. Stanford University Palo Alto, Calif. Prof. Kurt F. Reinhardt, Ph.D.	Adv. Swed.: The Drama Adv. Swed.: Prose & Poetry Hist. of Scand. Lit. & Civilizn. Great Epochs in Scand. Lit. Scand. Romanticism Scand. Novelists Scand. Lyrics Runic Inscriptions Hist. of Scand. Langs. *Kierkegaard & Ibsen *Kierkegaard (Undergr. seminar)	1S 1S 1S 1S 1S 1S 1S 1S 2S ? ?
25. University of Texas Austin, Texas Prof. Lee M. Hollander, Ph.D. Prof. A. B. Swanson, Ph.D.	Begin. Norw. *Begin. Swed. Old Norse Adv. Old Norse *Swedish Danish	2S 2S 2S 1S 3Q 3Q
26. University of Utah Salt Lake City, Utah Carl Erik Johansson Orson B. West	Old Icel.	2S
27. University of Virginia Charlottesville, Va. Prof. Frederic T. Wood, Ph.D.	*Elem. Dan. *Dan. Readings	3Q 3Q
28. University of Washington Seattle, Wash. Prof. Sverre Arestad, Ph.D. Prof. Walter Johnson, Ph.D. Ruby Lindberg, M.A. (visit.) Reidar Dittmann, M.A. (visit.) Dolores Hall, B.A. Louis Christensen, B.A. Thora Skirbekk, B.A. Birgitta Steene, B.A. Aina Oscarsson, B.A.	*Superv. Readg. in Dan. *Elem. Norw. *Norw. Readings *Superv. Readg. in Norw. *Conversl. Norw. *Adv. Conversl. Norw. *Norw. Comp. *Adv. Norw. Comp. *Elem. Swed. *Swed. Readings *Conversl. Swed. *Adv. Conversl. Swed. *Hist. of Swed. Lang. *Introd. to Norw. Lit. *Mod. Norw. Lit. *Ibsen in Engl. Transl. *Ibsen (seminar)	3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 3Q 1Q 3Q 3Q 1Q 1Q 1Q

SCANDINAVIAN STUDIES IN INSTITUTIONS OF LEARNING 189

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
	*Hist. of Norw. Lit.	1Q
	*Introd. to Swed. Lit.	3Q
	*Mod. Swed. Lit.	3Q
	*Contemp. Swed. Lit.	1Q
	Strindberg in Engl. Transl.	1Q
	*Strindberg (seminar)	1Q
	*Scand. Novel (seminar)	1Q
	*Scand. Problems (seminar)	1Q
	Elem. Mod. Icel.	?
	*Old Icel.	1Q
	*The Scand. Novel	Sum-54
	*Strindberg in Engl. Transl.	Sum-54
	*Superv. Study in Norw. Lit.	Sum-54
	*Superv. Study in Swed. Lit.	Sum-54
29. University of Wisconsin Madison, Wis.	*First Year Norw.	2S
Prof. Einar Haugen, Ph.D.	*Second Year Norw.	2S
Prof. Paul Knaplund, Ph.D.	Begin. Swed.	2S
John Flint, M.A.	*Old Norse-Icel.	2S
Per Riste, Mag. Art.	Hist. & Structure of Scand. Langs.	1S
John Reinertson, B.A.	*Scand. Classics, Vikings to Ibsen, in Engl. Transl.	1S
	*Scand. Classics, Ibsen to Present, in Engl. Transl.	1S
	*Scand. Hist.	2S
	*Scand. Life & Civilizn.	1S
	*Social Institutions in Scand.	1S
	*Internl. Relations of Scand.	1S
	Survey of Norw. Lit. (in Norw.)	2S
	Scand. Drama (in Engl.)	2S
	Govts. of Scandinavia	1S
30. Yale University New Haven, Conn.	*Old Norse	2S
Prof. Konstantin Reichardt, Ph.D.	Begin. Swed. <sup>20</sup>	2S
Cecil Wood, Ph.D.	Mod. Scand. Lit.	2S

II. COLLEGES

1. Augsburg College Minneapolis, Minn.	*Begin. Norw.	2S
Prof. Iver Olson, M.A.	*Interm. Norw.	2S
	Hist. of Scand. Countries	1S

<sup>20</sup> Most recently given in 1950-51; to be given annually from Autumn 1956.

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
Prof. Bjarne Landa, Ph.D.	Social Devel. of Mod. Scand. Mod. Scand. Novel in Transl. Mod. Scand. Drama in Transl.	?
2. Augustana College Rock Island, Ill. Prof. Arthur Wald, Ph.D. Sune Hedquist, Fil. Mag.	*First Year Swed. *Second Year Swed. *Extensive Readg. *Adv. Written & Spoken Swed. Survey of Swed. Lit. Dramas of Strindberg	2S 2S 1S 1S 1S Sum-54
3. Augustana College Sioux Falls, S. D. Prof. H. M. Blegen, Ph.D. Prof. Ruth Stenseth, M.A.	*Second Year Swed. *Adv. Swed. *Elem. Norw. *Elem. Norw. *Secondary Norw.	Sum-54 Sum-54 Sum-54 2S Sum-54 Sum-54
4. Bethany College Lindsborg, Kans. Ethel Palmquist, M.A.	*First Year Swed. *Second Year Swed.	2S 2S
5. Bethany Lutheran College Mankato, Minn. Prof. Rudolph E. Honsey, B.A.	First Year Norw. Second Year Norw.	2S 2S
6. Bethel College St. Paul, Minn. Ingeborg Sjordal, B.S.	*Begin. Swed. *Interm. Swed.	3Q 3Q
7. Bryn Mawr College Bryn Mawr, Pa. Prof. Fritz Mezger	Old Icel.	2S
8. College of the City of New York: The City College <sup>21</sup> New York, N. Y. Samuel Abrahamsen, Ph.D. Mrs. Hansa Friis Sigurdur Magnusson Stanley H. Pretorius, M.A.	*Dan. *Icel. *Norw. *Swed.	3S 1S 3S 3S
9. Concordia College Moorhead, Minn. Prof. Martha Brennum, B.A. Mrs. G. L. Schoberg, B.A.	*Elem. Norw. *Interm. Norw. Mod. Norse Lit.	2S 2S 2S
10. Dana College	Elem. Dan.	2S

<sup>21</sup> Scandinavian program in collaboration with the American-Scandinavian Foundation; City College does not at present give college credit for these courses.

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
Blair, Neb. Prof. Paul C. Nyholm, Ph.D.	*Adv. Dan.	2S
11. Grand View College Des Moines, Iowa Prof. John Sirevaag, M.A.	*Elem. Dan. Adv. Dan. Surv. of Dan. Lit.	2S 2S 2S
12. Gustavus Adolphus College St. Peter, Minn. Prof. Marvin Larson, M.A.	*Elem. Swed. *Interm. Swed. *Adv. Swed. Hist. of N. Europe Contemp. Scand. Hist.	2S 2S 2S ? ?
13. Long Beach State College Long Beach, Calif. Prof. Frank G. Nelson, Ph.D.	*Begin. Norw. Readg. *Adv. Norw. Readg.	1S 1S
14. Luther College Decorah, Iowa Prof. Einar Johnson, M.A. Arne Brekke, M.A.	*Elem. Norw. *Practical Norw. *Norw. Lang. & Lit. *Henrik Ibsen Mod. Norw. Lit. Early Norse Classics Hist. of Norw. *Elem. Norw. *Norw. Lang. & Lit. *Scand. Theol. Lit.	2S 2S 2S 1S 1S 1S Sum-54 Sum-54 1S
15. Luther Theological Seminary St. Paul, Minn. Prof. Iver Iversen, Ph.D.	Danish	2S
16. North Central College Naperville, Ill. Prof. Niels T. Kjelds		
17. North Park College Chicago, Ill. Martin Soderback, Ph.D. Doris Johnson, M.A.	*Elem. Swed. *Adv. Swed. Scand. Cult.	2S 2S 1S
18. Pacific Lutheran College Parkland, Wash. Prof. Gunnar Malmin, M. Mus. Prof. Trygve O. Svare, M.A. Prof. Daniel K. Dvergsdal, M.A.	*Elem. Norse *Norw. Lang. & Lit. Drama & Poetry (Bjørnson, Ibsen) Scand. Masterpcs. in Engl. Hist of Scandinavia Hist. of Scand. Lit.	2S 2S 2S 1S 1S 1S
19. Pasadena City College <sup>22</sup> Pasadena, Calif. Carl O. N. Hedeon	*Elem. Swed. *Adv. Swed. (evenings)	2S 2S

<sup>22</sup> No college credit given for Swedish courses.

Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
20. <b>Pennsylvania State College</b> State College, Pa. Prof. Arthur C. Cloetingh, M.A.	Scand. Drama	?
21. <b>Reedley College</b> Reedley, Calif. Ruby A. Lindberg, M.A. (on leave at U. of Wash.)	First Year Swed. Second Year Swed.	2S 2S
22. <b>Rockford College</b> Rockford, Ill. Bengt Sandstrom, B.S.	*Swedish	2S
23. <b>Roosevelt University</b> Chicago, Ill. Prof. Arthur Hillman, Ph.D. Martin Soderback, Ph.D.	*Scand. Cult.	1S
24. <b>St. Olaf College</b> Northfield, Minn. Prof. Theodore Jorgenson, Ph.D. Prof. J. Jorgen Thompson, M.A. Prof. Esther Gulbrandson, B.A. Prof. Lloyd Hustvedt, M.A. Prof. Reidar Dittmann, M.A. (on leave at U. of Wash.)	*Elem. Norw. *Interm. Norw. *Old Norse *Norw. Life & Cult. *Mod. Norw. Lit. *Ibsen *Scand. Masterpcs. *Scand. Lit. since 1870	2S 2S 2S 2S 2S 2S 2S 2S
25. <b>Upsala College</b> East Orange, N. J. Stanley H. Pretorius, M.A.	*Elem. Swed. *Interm. Swed. *Survey of Swed. Lit. *Sweden of Today Swed. Hist. & Cult. Masterpcs. of Swed. Lit. Elem. Swed. *Interm. Swed. *Adv. Swed. (Readg.)	2S 2S 2S 2S 2S 2S 2S 2S 2S
26. <b>Ursinus College</b> Collegeville, Pa. Prof. Allan Lake Rice, Ph.D.	*Adv. Norw. *Begin. Norw. *Adv. Norw.	2S 2S 2S
27. <b>Waldorf College</b> Forest City, Iowa Dorothy Satterlie, M.A.	Begin. Swed. (alt. years) Old Norse (ca. every 3 years)	2S ?
28. <b>State College of Washington</b> Pullman, Wash. Prof. A. O. Lindberg, Ph.D.		

**III. HIGH SCHOOLS**

1. <b>Bay Ridge High School</b> Brooklyn, N. Y. Samuel Abrahamsen, Ph.D.	*Elem. Norw. *Interm. Norw. *Adv. Norw. Scand. Cult. & Hist.	2S 2S 2S 2S
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Name of Institution; Faculty in Scandinavian	Scandinavian Subjects Offered	Duration
<b>2. Denfield High School</b> Duluth, Minn. Waldemar V. Johnson, M.A.	Swed. I <sup>23</sup> Swed. II <sup>24</sup>	2S 2S
<b>3. Bethany Lutheran College</b> (High School Division) Mankato, Minn. Prof. Rudolph E. Honsey, B.A.	*First Year Norse *Second Year Norse	2S 2S
<b>4. North High School</b> Minneapolis, Minn. Pauline Farseth, B.A.	*1st Year Norse *2nd Year Norse	2S 2S
<b>5. Roosevelt High School</b> Minneapolis, Minn. Wendell P. Benson, M.A. Benjamin R. Eggan, B.A.	*Norse I-II *Norse III-IV *Begin. Swed. *2nd Year Swed.	2S 2S 2S 2S
<b>6. South High School</b> Minneapolis, Minn. Ruth W. Peterson, B.S.	*1st Year Swed. *2nd Year Swed.	2S 2S
<b>7. East Senior High School</b> Rockford, Ill. Margaret E. Swanson, B.A.	*Swed. I-II *Swed. III-IV *Swed. V-VI	2S 2S 2S

TABLE II

A. ENROLMENTS IN SCANDINAVIAN COURSES  
AUTUMN 1954

	Danish	Norwe- gian	Old Norse, Icel.	Swedish	Total Lang.	Non- Lang.	1954 Grand Totals
Universities	11	140	30	176	363	331	694
Colleges, etc.	31	528	13	281	846	316	1169
High Schools	0	235	0	224	459	0	459
Totals	42	903	43	681	1675 <sup>25</sup>	647	2322

<sup>23</sup> Most recently given in 1952.<sup>24</sup> Most recently given in 1953.

<sup>25</sup> In the 1951 report, an unfortunate series of misprints occurred in this column. Language totals for 1950 were listed as 435, 955, and 623 for universities, colleges, and high schools, respectively. These should be corrected to read, in the same order, 435, 944, and 634. The total for the column should be corrected to read 2013 instead of 2008. These errors were not reflected in the column captioned "1950 Grand Totals," which was correct as printed.

## B. ENROLMENT TRENDS, 1939-1954

	1939-40 Totals	1946 Totals	1950 Totals	1954 Totals
Universities	856	932	945	694
Colleges, etc.	1304	1320	1317	1169
High Schools	1544	1042	654	459
Totals	3704	3294	2916	2322

TABLE III  
NUMBER OF INSTITUTIONS OFFERING SCANDINAVIAN  
1939-1954

	1939-40	1946	1950	1954
Universities	20	24	30	30
Colleges, etc.	23	18	21	28
High Schools	17	15	13	7
Totals	60	57	64	65

TABLE IV  
INSTITUTIONS THAT HAVE DROPPED OR ADDED  
SCANDINAVIAN SINCE 1950

Dropped	Added
<i>Universities</i>	
University of Florida	Brown University
George Washington University	Cornell University
Princeton University <sup>28</sup>	Indiana University
University of South Dakota	University of Iowa
University of S. California	New York University

<sup>28</sup> The Graduate School catalogue for 1955-56 continues to list Old Icelandic but does not indicate any faculty member or hours of instruction.

Dropped	Added
<i>Colleges, etc.</i>	
Iowa State Teachers College	Bethany College, Lindsborg
Luther College, Wahoo	College of the City of New York
	Long Beach State Teachers College
	Luther Theological Seminary
	North Central College
	Pasadena City College
	Pennsylvania State College
	Rockford College
	State College of Washington <sup>27</sup>
<i>High Schools</i>	
Chicago College Prep. School.	North High, Minneapolis
Everett High, Everett, Wash.	
Central High, Grand Forks, N. D.	
Jamestown High, Jamestown, N. Y.	
Minnehaha Academy, Minneapolis	
Oak Grove Seminary, Fargo, N. D.	
High School of Commerce, Worcester, Mass.	

TABLE V  
NATIONAL ORIGIN OF FACULTIES IN SCANDINAVIAN

	United States	Scandi-navian	Others	Unknown	Totals
Universities	27	29	5	1	62
Colleges, etc.	17	13	1	7	38
High Schools	4	3	0	1	8
Totals	48	45	6	9	108

<sup>27</sup> Introduced Scandinavian courses in 1951 and has had increasing enrolments since then.

## REVIEWS

Housken, Joronn. *Stavangerdiplomene før 1330. (Bidrag til nordisk filologi av studenter ved Universitetet i Oslo, XIII)* Oslo, 1954. (Also printed in *Arkiv för nordisk filologi*, v. 69. Lund, 1954).

REVIEWED BY HÅKON HAMRE, University of California, Berkeley.

The Old Norse, which had its richest period in the thirteenth and fourteenth centuries, was not a uniform written language with a standardized orthography over its entire domain. Even in the oldest manuscripts we see a definite difference between Old Icelandic and Old Norwegian, and in the Old Norwegian we see obvious early traces from the dialects of the various provinces. The basis of our knowledge of this dialect growth in the Old Norse was laid by Professor Marius Hægstad in a series of papers during the years 1899 to 1917. Marius Hægstad divided the Old Norwegian into East-Norwegian, Trøndelag-Norwegian, Northwest-Norwegian and Southwest-Norwegian. The latter group he subdivided into Ryfylke dialect and Inner Southwest-Norwegian. Old Icelandic and Old Faroese were very closely related to Inner Southwest-Norwegian.

As a pioneer work, Marius Hægstad's grouping of the Norse dialects has been of invaluable importance for later studies. But, as is often the case with basic pioneer works, it has for a long time been obvious that Marius Hægstad's results are in need of additional comments and revision in certain areas.

*Stavangerdiplomene før 1330* is such a detail study, designed to supplement and revise Marius Hægstad's information about the dialect of Stavanger and Ryfylke.

Joronn Housken has examined fifty-seven diplomas from the time (1266–1328) which were either written in Stavanger or in some way connected with the cathedral or the bishop's chair there. These diplomas she has divided into ten groups, nine of which contain two to eight letters each written by the same scribe, and a tenth group, twenty-one letters written by different scribes. The author first gives a short survey of paleographic characteristics of the entire material, as well as special information about the writing of each group. Thereafter follows in

thirty-nine pages a discussion of the sound system of the entire material, partly with special sections for each of the groups. Finally a summary is given of the most important linguistic characteristics of each group. The author is apparently well versed in paleography and expresses herself with clarity and certainty about paleographic details. She shows in the linguistic discussion that she is thoroughly familiar with her subject, and her organization and presentation of the material are clear and easy to follow.

Two of the most important criteria which Marius Hægstad followed for the division of Old Norse into dialects were *u*-umlaut and vowel harmony, but these were very much at variance throughout the Old Norse language area. According to Marius Hægstad's classification South-West Norwegian, together with Icelandic and Faeroese, had completed *u*-umlaut, but lacked vowel harmony. Vowel harmony, as it occurred in the other Old Norwegian dialects, is—generally speaking—harmony between the stressed vowels in the stem and unstressed vowels in the ending, so that the end vowels were *e* and *o* after back vowels in the stem, and *i* and *u* after front vowels in the stem. Inner South-West Norwegian, according to Hægstad's classification, had only the end vowels *i* and *u* (and *a*), and the Ryfylke-dialects only the end vowels *e* and *o* (and *a*).

But it is only in three diplomas, written by the same scribe, that we find the complete combination of younger *u*-umlaut and the lack of vowel harmony. This problem Hægstad solved by assuming that the language of the other Ryfylke diplomas is mixed because of the influence of East Norwegian and other Old Norwegian dialects. Joronn Housken gives *u*-umlaut and vowel harmony a great deal of attention in her paper and explains the mixed forms as due to conditions within the Ryfylke dialect itself. She intimates, though reluctantly, that the numerous examples of lack of younger *u*-umlaut might possibly be derived either from a Ryfylke dialect without *u*-umlaut or from the presumably mixed language of Stavanger city. But in my opinion there are now good reasons to assume that younger *u*-umlaut never was completed in South-West Norwegian. Joronn Housken's Stavanger material indicates this: studies of Old

Bergenese during the last decades have revealed the same situation there; the great majority of South-West Norwegian MSS on the whole shows a tendency, more or less, to mix the umlauted with the unumlauted forms, and the strong tendency to revert the younger *u*-umlaut vowel to *a* during later dialect development points in the same direction. Corresponding situations have been noted also in Older Faeroese.

Material with mixed umlaut forms and unumlauted forms may, however, frequently be difficult to evaluate. Joronn Housken seems to reason that there was a clear difference between such forms in the pronunciation. But in dialects with *u*-umlaut in the process of development, or in dialects with a tendency towards *u*-umlaut, there may occur, during a transitional period, forms with uncertain transitional vowels before the development has stabilized itself in one or the other direction. Therefore, it is quite conceivable that the numerous written forms with *-a-* in a few of the Stavanger diplomas do not indicate an unumlauted vowel, but rather an umlaut product not so distinctly different in quality from *-a-* that the scribe found it necessary in all instances to differentiate them in orthography. That one ought not attach too much weight to all the forms with *-a-* is also shown by the form *stafunni* for *stofunni* (dat. sing. definite form of *stofa*, f.). The stem vowel of this word did not originate from *u*-umlaut of *a*. The form *stafunni* is simply due to false analogy; it would seem to be unnecessary to repeat Hægstad's tentative explanation that a side form *\*stafa*, f. existed.

Marius Hægstad held that the Ryfylke dialect had only the vowels *e*, *o* and *a* in unstressed endings, not vowel harmony. The numerous forms with *i* and *u* that occur in almost all MSS from Ryfylke he explained as due to the influence from other dialects, because they apparently were not distributed according to the usual rules for vowel harmony. Joronn Housken says concerning the Stavanger diplomas that "there is definite vowel harmony in most of the letters, much more than one might expect to find." This vowel harmony is, however, not always so regular according to the "classical rules"; she points, among other things, to

special irregularities after *e* or *a* in the stem. Otherwise she ventures few definite conclusions. Professor Didrik Arup Seip, during later years, has dealt with the same problems and Professor Ludvig Holm-Olsen in *Håndskrifstene av Konungs Skuggsjá* (Copenhagen, 1952) has discussed a peculiar form of vowel harmony in the main MS of *Konungs Skuggsjá*, AM 243 ba fol., which he assumes to be connected with a literary school "in or near Bergen, where the South-West Norwegian and the North-West Norwegian dialects meet." Perhaps Jorunn Housken ought to reconsider the problem of vowel harmony in the diplomas in view of Seip's and Holm-Olsen's latest findings.

I do not care to discuss further details, but only wish to say that one might in some places like to find some mention of later sound development in the Ryfylke dialects in connection with the interpretation of certain word forms. And I would add that the author in some instances has read too much into her material and overcommented on obvious miswritings. But on the whole the book bears the stamp of the careful and exact scholar and shows good knowledge of Old Norwegian. It can be said to be a successful and important detail study in old South-West Norwegian, and a valuable contribution toward the solution of some of the numerous problems presented by the Medieval Norwegian language.

Jóhannesson, Alexander. *Isländisches etymologisches Wörterbuch*. A. Franke AG. Verlag. Bern. Vierte und fünfte Lieferung. 1954. Pp. 481–800 (to be continued).

REVIEWED BY STEFÁN EINARSSON, *The Johns Hopkins University*.

This is a report on the fourth and fifth *Lieferung* or about 320 pages of Alexander Jóhannesson's great Icelandic etymological dictionary. Concerning the general character of the work, I can refer to my first review in *SS*, 1953 (Volume 25, pp. 147–51). I continue with notes jotted down in the course of reading the work, which now has advanced as far as the *s's*.

## PAGE

482. *fullting* means the same as O.E. *fultum*, which should have been mentioned.
484. *trýtill*, also "penis."
486. *trunt, trunt og tröllin i fjöllunum* is lacking.
492. *tuldra* is lacking.
493. *talma* is Mod.Icel. *tálma*.
494. English *tike* is also used in petting: "the little tike," just like Icelandic "greyið lilla."
498. ags. *dóm* should read: ags. (englisch) *dóm*.
500. *dá-* also dial. *du- du-ltill*.
503. *dóla*, also "schnell reiten."
504. Danish *dukke* as an Icelandic loanword *dúkka*.
506. Is *sængur-tyla* connected with Mod.Icelandic *tylur*, f. pl. ?
520. *dralla* also means "schlendern, zögern."
525. Here, probably, belongs *dyn*, n. "great ado"; *það var ekki svo litið dynið með hann* "a lot of fuss was made over him." There might be the same meaning in *Gawain and the Green Knight*. 1308: *Ho dos hir forth at the dore withouten dyn more*, though *dyn* here also could mean "noise."
529. *drykkr* has a dialectal variant *drukkur*.
532. *fegríngr*, m., cf. Swedish *fägring* "beauty."
542. *Herfjötur*, f. also *herfjöturr*, m. the "warfetter," see Cleasby-Vigfússon.
544. *frenjulegr*, adj. "wild, ausgelassen," is not listed.
549. *litfari*, m. also adj. *litförótt* with reference to that color of a horse.
558. With *fela-folginn* is, no doubt, connected *Fulginisbotn* in Austur Skaftaféllssýsla (cf. E. Ó. Sveinsson, *Landnám i Skaftafellsþingi*, 1948, p. 126). This shows that a systematic inclusion of Icelandic place names would have been of great interest; so, on the next page, *Flanni* is also a huge mountain peak in Seyðisfjörður. But such an inclusion was impossible, because the Icelandic place names have not yet been collected.
559. *flana—flan*, n. From these words the French *flaneur* is supposedly derived.
560. *flór*, m. From this the adj. *flóruðr* is derived.
561. *fjall*, n. From this the adj. *fjöllottr* is derived.
565. *fuðr*, n. "starkes eilen." I should think the meaning would be opposite in: *Eftir jaapl og jaml og fuður / Jón var grafinn út og suður*. St. G. Stephanson.
566. *fuðr*, f. is listed both here under *pú-, pü-* and (p. 544) under 1. *per-*. Where does it belong? In the first place, *fuðrysíkill* "a kind of fish" is derived from it, here *fuðrutta (-rytta)*.
573. *flasa*, f. is not only "spalte, riss," but also "schuppen auf dem kopfe, kopfschorf."
582. *fletja*, f. also means "fläche, ebene."
- flaski*, m. also means "splitter, span, spalte, riss."
590. *pungr*, m. also "scrotum."
- To *pysja*, f. belongs the place name *Pysjubakkar*.

## PAGE

599. *hann bar ekki sitt barr* "he was not his old self, he was not up to par."
601. *bildóitr*, adj. with reference to sheep, also "with (black, grey or tan) rings around the eyes."
604. *búa*. From the middle voice *búask* the M.E. *busk* was derived.
608. *bjóðr*, m. There is also a *bjóð*, n. "a wooden container for a baited fisherman's line."
642. Here is a linotype error: the second and fourth lines are alike and have a natural continuation in line five, but where line three belongs is not at all clear.
648. *meitill* also a place name "a ledge between two basalt rock layers (or a basalt rock layer?)" in *Mjóifjörður*.
650. To *Mósa*, f. there is a masc. *Mósti*.
653. To Mod.Icel. *mari*, m. belongs the compound *rúmmari*.
656. To *meiðr*, m. also belongs *meiði*, m., e.g., *sleðameiði* "schlittenkufe."
666. From *mennskr*, adj. the M.E. adj. *menskful* is derived.
673. *mella*, f. also = *möðir* "mother," especially of animals.
674. To *molda*, f. "aschgraue stute" also *moldi*, m. "a male horse" (of the same color).
681. *malr*, m. cf. also O.Fr. *male*, M.E. *male*, and Mod.E. *mail*.
683. Would *mýr*, n., from Björn Halldórsson, "myriad" not be a learned loan-word?
689. In addition to the adj. *nýtr*, "nütze, useful," there is the adj. *neytr* "useful, in full powers," e.g., *kúneytr tarfr* "a bull in full sexual vigor."
693. For terms of direction in Old Icelandic, see Stefán Einarsson in *JEGP*, 1944 (XLIII, 265-85).
700. *varðengilsrispur* also called *engilsrispur*.
708. *ð rúi og strúi* also *stúi*.
716. To *regin*, *rögn*, n. pl. belong the place names *Ragna borgir* in the East of Iceland.
725. To *lolla*, vb., *loll*, n. may belong the place name *Lolli* m., a man- or troll-shaped peak in *Norðfjörður*.
729. Does *Slenja* in *Slenjudalur*, a place name, belong to *slen*, n.? And what does it mean? A lazy troll woman?
736. *vetrliði*, m. also a personal name.
730. Would Swed. dial. *ljuder* not rather belong to Icelandic *ljóðr*, "fault," listed on p. 746.

So much about this part of Alexander Jóhannesson's dictionary.

It may be mentioned here that, indefatigable worker that he is, he has added another study on the gestural origin of language: *Some remarks on the origin of the n-sound* (Reykjavík, 1954). This was published as *Fylgirit Árbókar Háskólans* (1953-54).

Berendsohn, Walter A. *Fantasi og Virkelighed i H. C. Andersens "Eventyr og Historier."* *Stil- og Strukturstudier.* Aarhus: Jydsk Centraltrykkeri's Forlag, 1955. Pp. 209.

REVIEWED BY P. M. MITCHELL, *University of Kansas.*

Dr. Berendsohn has collected a large number of examples from the tales of Hans Christian Andersen, furnished them with introductory and connecting remarks and arranged them in rather arbitrary categories in order to illustrate Andersen's fantasy, style, and realism.

The second chapter, which comprises half the book, pertains to Andersen's use of color, light, movement, and the five senses in general. Then follow examples under the headings "nature," "the children's world," "the two sexes," "poverty," "human ingenuity," and "death as a daily guest." Berendsohn's designation of these divergent headings as "motifs" is scarcely acceptable. "The two sexes," in particular, seems to be a catch-all for quotations about people.

Chapters three through five nominally treat of the functions of fantasy, the form of the tales, and Andersen's language. They contain many enlightening examples, but the burden of proof lies upon the reader. Berendsohn has not chosen to develop a clear-cut argument regarding the *Eventyr*, although in passing he does point out that the tales are wanting in human conflict, that Andersen was a poor psychologist, that Andersen was preoccupied with death, that Andersen's philosophy cannot be equated with H. C. Ørsted's, and that Andersen used superlatives more than he did metaphors and similes.

An interesting appendix discusses the relative popularity of the various tales in Denmark. Berendsohn has established that only 48 of the tales are to be found in 130 readers used in Danish schools and that of the 48 only ten appear more than ten times. He also points out that most Danes are quite unfamiliar with a number of the tales.

On pp. 5-8 is a register not only of the *Eventyr* in chronological order but also of the tales told within individual *Eventyr* (which bring the total number of tales to 300). On pp. 205-207 there is a bibliographical note about Berendsohn and Denmark.

The work would be far more useful if it contained a detailed index to the many lesser classifications under which quotations from the *Eventyr* may be found. In view of the fact that there is considerable scholarship devoted to Andersen in Danish and very little in other languages, Berendsohn would probably have done Andersen and Denmark a greater service by publishing his book in German (in which it was originally written). Berendsohn's work cannot be compared to Paul V. Rubow's brilliant analytical study of the *Eventyr*.

[Strindberg, August] *Strindberg's "Queen Christina," "Charles XII," "Gustav III."* Translations and Introductions by Walter Johnson. Seattle, University of Washington Press, 1955; New York, The American-Scandinavian Foundation. Pp. 8+282. Price, \$4.50.

REVIEWED BY CARL E. W. L. DAHLSTRÖM, *Portland State College and Portland Extension Center.*

The translation of a work of literature is always a challenging endeavor. First of all, a language is a repository of human experiences, both public and private. In the references to the domain of public experience, each language is closely related to other languages, and translations can be made with little or no difficulty; in fact, they can now be made mechanically. But in the references to private experience, each tongue tends to become a special or, at times, even unique instrument of expression. Translation is then no longer a mechanical performance but a complex art by virtue of which the symbolic utterances of one language are re-created in another. Second, a living language is a verbal flux; hence the translator, working in two constantly changing media of expression, faces the seemingly impossible task of making stable that which is by nature lacking in stability. It is, then, no marvel that translations too often permit us, like the glass in the New Testament, to see but darkly.

Professor Walter Johnson has struggled with Strindberg's *Kristina*, *Carl XII*, and *Gustav III* and has overcome the major difficulties. In his translations of the three historical dramas he reveals that he has not only understood Strindberg in the

Swedish but has also known how to represent him in the English. Johnson has successfully penetrated the private domain of Strindbergian experience as revealed in the Swedish texts and has created anew the same or comparable experiences in the English language. In addition, he has wisely provided his work with introductions and notes, for by such means he has given the plays an atmosphere of historical familiarity. Indeed, he has thoroughly examined the historical data and has also investigated Strindberg's sources and his employment thereof. Moreover, Johnson has an intimate knowledge of Strindbergian dramatic techniques as well as of drama in general. He has thus shown himself equal to the formidable demands of his task.

What we have said does not mean that we agree with all that Professor Johnson has done, but it does mean, as the following items prove, that unfavorable criticism is insignificant. Why, we may well ask, does Christina say "Usch" in the English translation (p. 60)? There is probably no expression in present-day English that can take the place of *usch*, but the fact remains that *usch* is simply not English. Only a Swede or someone very familiar with the Swedish language would get the sense of disgust or loathing that accompanies the use of this interjection. Now it is possible that *usch* can be given meaning in English solely by a stage direction. We can sympathize fully with a translator's resisting to the last the use of such a device; yet it would communicate something to the English reader whereas *usch* may serve but as an expletive without function. Perhaps we should also ask why we have *Johan Kasimir* in the text (p. 64) but *Johan Casimir* in the notes (pp. 82, 86, 91). Likewise we should call attention to two typographical errors: Note 27 (p. 90) should refer the reader to Note 21, not to Note 20; also, the word "what" in the third line of Note 33 (p. 280) should be "that." These are, as we have already made clear, minor flaws; they take nothing from the value of the work.

Readers who are acquainted with Strindberg solely as a writer of dramas and stories exploiting the battle of the sexes will find many echoes of the earlier Strindberg in these historical plays. As Johnson points out, Strindberg saw in Christina a figure not unlike that of Miss Julie. "Strindberg was well

aware, of course, that Christina, unlike Julie, had had no difficulty in stepping to the front and making herself heard. But he did see in Christina, too, the numerous and complex forces and motivations in heredity and, primarily, in environment that produce the abnormal type that he liked to call 'the half-woman, the man-hater' " (p. 8). But the Strindberg of the later period is also present. Christina is not only a woman but a symbol of all women. Klas Tott actually refers to the Queen as Eve (p. 70) and she too is conscious of herself in the role of the first woman: "Give me my coat! . . . Quickly! I'm freezing! Why, I'm naked!" (p. 74) and again, "Give me my coat! Why, I am naked! My coat! (*She tries to cover herself with her long, loose hair . . .*)" (p. 75). So too, one of the recurrent themes in Strindberg's later work, that of the sleepwalker, is applied to Christina (p. 74).

In *Charles XII* the later Strindberg is still more evident. Johnson says, "The combination of realistic and expressionistic elements has resulted in a new type of historical play so far as technique goes. Unlike the symbolists in so many of their plays of the 1890's and after the turn of the century, Strindberg retains an intense preference for reality but combines it with poetic fantasy. He tries successfully to penetrate into the very core of the human being he is concerned with and presents a synthesis of the essentially human in Charles. That rather than the heredity and environment which produced Charles and made him what he was is Strindberg's major concern" (p. 95).

We may also point out that *Charles XII* reveals Strindberg's fine sense of the tragic. If we observe that tragedy arises from a conflict in values of great moment, a conflict which is the occasion of direful consequences to significant figures, we soon recognize Strindberg's artistry. He has focussed attention on the last phase of Charles' life. Like Agamemnon, Charles has returned to his native land where suspicion, dire need, confusion, and dissatisfaction reign. Unlike Agamemnon, however, Charles does not return as the great conqueror; a quondam conqueror who has suffered great but not necessarily final reverses, he has reached his own land after flight from his many foes. The question is whether the conqueror will again be able to manifest himself or will be irretrievably lost in defeat. It is the inner struggle

that has the greater significance, but "Charles does not bow to Destiny in humility" (p. 104). He goes down before forces that are too great, and he is finished off by a bullet that should have come from the enemy but may well have come from one of his own people.

*Gustav III* is a different kind of play. It is, as Johnson tells us, both related to Scribe and yet far beyond Scribe. "It is a highly complex human being that Strindberg gives us—a man who is the product of a rich heredity and an artificial environment which have made him what he is: an idealistic, enlightened monarch who unfortunately cannot usually distinguish between what is real and what is unreal, between life as a very serious matter indeed and life as a play in which he must always be aware of how he is seen, how he is heard, and how he is received by his audience" (p. 185). Strindberg does not show Gustav III in the agony of death, but the king is already being stalked by an assassin and it is only a matter of time before the latter will succeed.

All three monarchs—Christina, Charles XII, Gustav III—are significant figures. All have their virtues and their tragic flaws, although each differs considerably from the other two. Indeed, one may say that in these dramas Strindberg exhibits a remarkable capacity to create strikingly different living figures from the historical dead.

One can confidently recommend this volume which presents a master of Swedish literature. It is in English, but it is nevertheless Strindberg, thanks to Johnson's sympathetic and faithful re-creations. The three historical plays should do much to help English readers appreciate the quality and extent of Strindberg's genius as a dramatist.

Schjelderup-Ebbe, Thorleif. *Hva verden sier*. Ernst G. Mortensens Forlag, Oslo, 1953.

REVIEWED BY C. W. LELAND, *Toronto*.

Here, indeed, is God's plenty. Such is our first impression on opening Professor Schjelderup-Ebbe's new volume. We have come to expect graceful and telling nature poetry from this

poet's pen, but here we get much more. Not only do flowers, birds, beasts, sun, moon, and stars talk to us in a veritable Canticle of Creation, but also a rich and variegated world of human forms opens out for us. All the world is a stage, and our poet has seen the play of the world and has heard "what the world says"—*hva verden sier.*

Important people from the pages of history: Kristian IV, Ludvig XV, Vibeke, Hertugen av Alba, Hoseas; characters from legend and story: Don Juan, Herakles, Onkel Tom, Et troll, En heks; characters representing, as it were, the humors: En vanvittig, En bitter, En sanselig, En skuffet, En naiv; professional men: En prest, En filosof, En atombombeforsker, En kunstner; men and women from all nations: En australierinne, En Oslo-enser—all men of all conditions seem to pass across the poet's stage, sometimes once, sometimes more often, leaving their mark by words moulded by a masterful hand into short, pithy, often unforgettable poems. Simplicity is Schjelderup-Ebbe's aim, simplicity without barrenness. Each poem is like a single flower in a Japanese vase. Who, for instance, has sung of wedded love with such classic simplicity, sincerity, and beauty?

Lysten og gleden som er ved å leve  
ligger i mig—og i dig!  
Dagen og natten er kjærlighets ramme.  
Og kjærligheten vor vei! (p. 53)

No sentimentality here, but the severe economy of means which marks the work of a real poet. Or consider this intense, single, almost blinding ray of poetry:

Elske, det er som å favne  
en stjerne i rummet,  
funklende, omskylt  
av eterskummet! (p. 21)

Or let us turn to a nature poem (those of us who are familiar with Schjelderup-Ebbe's early work are accustomed to a high degree of excellence here):

I den blomstrende hekk  
var jeg mene enn vekk  
og i himlen som kom  
med en solflom!

Jeg streifet på stier.  
 Og lykken var rede.  
 De duftende vier  
 Gav mig hellig glede. (p. 55)

At first reading of *Hva verden sier* we are simply absorbed by the kaleidoscope of life given us. Soon, however, we begin to see indications that the poet is not content with giving us merely a series of living slides, each flashed on the screen for a moment to speak his piece, each of equal importance as being a slice of life. No, we see that some themes running through the speech of certain of the actors—the naturalists, the lovers, for instance,—are more sympathetically treated than others. There is no cultural or philosophical relativism here. The harsh words of the pessimist, the skeptic, the suicide are only to give proper shading to a world picture which, while not omitting the dark, evil, and ugly, is essentially good, beautiful, (above all) filled with hope.

But before going further let us recall what a great Norwegian poet and a distinguished Norwegian professor of literature have written, each from his own point of view, about Schjelderup-Ebbe's work. In 1931 Herman Wildenvey wrote a foreword to his collection *Liljene på marken*:

Schjelderup-Ebbe's work reveals that he loves poetry above all things. He searches for it with the eye of a scientist—wherever he may meet it—he is not one of those artists who seek to follow another poet's lead. He continually refuses to be influenced in form or content by books. . . It takes real strength and poetic mettle to shut oneself out from all influence except only the flower one writes of. . . .

Simple, genuine, sincere, imaginative, uncontrived without being artless, is the conclusion that one comes to after reading these poems.<sup>1</sup>

Professor Meyer Myklestad of the University of Oslo (at whose scholarly and exciting lectures on Shakespeare the re-

<sup>1</sup> Schjelderup-Ebbes dikt viser, at han elsker poesien over alt. Han oppsøker den med den for videnskapsmannen særlige iakttagelsesevne, der hvor den finnes på hans vei,—han er ikke av den sort artister som søker poesien hos andre poeter, han nekter stedig å hente impulser til form eller innhold i bøker. . . Det skal et stort mot til å stenge seg ute fra all påvirkning av alt annet enn selve den blomst man skriver om. . . .

Enkelt, egte, oppriktig, og . . . imaginistisk og naivistisk . . . er sluttsummen av en lyrisk leseres gjennomgåelse av disse dikt. ("Forord," p. 7)

viewer spent many a happy and profitable hour) notes in his "Foreword" to the present work that these words apply as well to *Hva verden sier* as to *Liljene på marken*. Professor Myklestad continues:

Schjelderup-Ebbe's poetic world, which here opens itself for the reader, betrays an unfailingly genuine artistic experience, a spontaneous joy in the beauty which speaks to him and to which he gives expression in simple, intimate, and deeply-felt words and fresh pictures.<sup>2</sup>

However, as Myklestad also observes, there is something more than a simple spontaneous love of nature evidenced in Schjelderup-Ebbe's new volume. *Liljene på marken* and *Sanger og strofer* (vide review in *Scandinavian Studies*, 1952) consist of poems which are exquisitely felt expressions of the author's love for nature, its light and shade, its trembling life. In *Hva verden sier* we also find abundant examples of a pure lyric joy in nature:

Natur, natur! Du har  
Åpnet for mig dine porte. (p. 56)

This might almost be said to be Professor Schjelderup-Ebbe's motto. It is the expression of a beautiful soul who has loved nature to such an extent that nature has truly given him wisdom that could confound the wise:

Bekken fosset: "Lån mig øre!"  
Og det gjorde jeg.  
Å, jeg kunde klart nok høre,  
hvad den vilde mig. (p. 47)

Did not the brook also talk to William Wordsworth as he lay idling on the greensward in a state of "wise passiveness"? Here we have a Norwegian Wordsworth who not only sees the surface of nature but also learns from her. He, too, knows that "one impulse from the vernal wood" can teach him more of man than all the sages can. But we find more than this, even deeper tones, in Schjelderup-Ebbe's new cycle of poems.

Again, in his "Foreword" Professor Myklestad writes: "The chorus has become much more full and varied now than in earlier

<sup>2</sup> Hans dikterverden, som den her åpner seg for leseren, røber en usvikelig ekthet i den kunstneriske opplevelse, en spontan glæde over det vakre som taler til ham, og som han gir uttrykk i enkle, fortrolige, følte ord og friske bilder. ("Forord," p. 7)

works—the dissonances of the post-war years are heard.”<sup>8</sup> Those of us living in America can scarcely conceive how the war has affected the thinking and feeling of sensitive Europeans. Our poet lived in Oslo during the five bitter years of occupation. He and his compatriots have drunk the gall we have never tasted:

Min skjebne—blev edder og galde  
og siden å blegne og falde. (p. 70)

He is saved from despair by a lively sense of the beauty of creation—a beauty which is ever reminding him of the Creator of it all:

O Gud, du som gav mig mit skjelvende sind  
som gledes i sol, og som gynger i vind,  
o takk for du gav mig det sindet som skjelver  
lik måneblink i forgylte elver.

O Gud, du som gav mig mit freidige mot,  
som inn i himlen mig skue lot,  
o takk for du gav mig det motet som Skinner,—  
som selv om det taper, i lengden vinner! (p. 52)

We feel strongly that the *En takknemlig* [*En takknemlig* is the title of the poem] is Schjelderup-Ebbe himself, and that he felt that the theme of the poem deserved special emphasis. Surely one of the most touching poems of the cycle records a childhood “conversion,” as it were, to the love of nature. That Professor Schjelderup-Ebbe is here giving us a bit of autobiography is beyond all question. The reviewer has heard the poet speak of the event recorded and knows for a fact that he was born in 1894:

Jeg er nok født i fireognitti,  
men jeg er barnet av nittenti,  
det rare året da verden skulde  
ifølge en spådom ødelagt bli!  
Mens syrinene blomstret, skulde den svinde.  
Det som så visst til å ske.  
—Men syrinene blomstret, og ingenting hendte:  
vor jord og verden fikk vare ved!

<sup>8</sup> Koret er blitt langt mere fulltonig og blandet enn i de tidligere verker—etterkrigstidens dissonanser lyder med. (“Forord,” p. 8)

Så var man reddet—frelst og fri;  
og venlig var nornenes spind.  
Dog hør en stemning fra nittenti  
som glir igjennem mit sind:  
Jeg var påny femten unge år,  
jeg kom ut fra min lærer en aften . . .  
Og brisen lekte i mit unge har  
og i duften fra lønneblomstasften.

Det var som verden av elsk var fund,  
av duft og en herlig vilje  
som løp gjennem trær, som skinnet lik gull,  
som var som rose og lilje. (p. 51)

The poet also remembers a period of philosophical skepticism, through which many thinking men of his generation, fresh from reading Renan, Huxley, and the young Bertrand Russell, had passed:

Livet og døden er gåte på gåte.  
Og de tydes på mangen måte.  
Ingen kan forklaringen gi.  
Ingen kan det riktige si. (p. 53)

Yet the poet is wise enough to know that the final answer does not lie in a shallow skepticism. The last three words of the cycle are spoken by a priest, an atomic scientist, and the poet himself:

"En prest"  
Fred til bod for bittert savn  
får man nok i Jesu navn.

"En atombombeforsker"  
Nu skal det gå, som de gamle spådde!  
Endelig nu vi målet nådde:  
"Dies irae, dies illa  
solvet saeculum in favilla!"

How uncanny yet appropriate are these words of the *Dies Irae* in the mouth of the nuclear physicist! This modern prophet intones the dateless words describing the Day of Judgment, when all the world shall be reduced to glowing ashes.

Now at last the poet speaks in his own person, and he speaks as a poet, not as a philosopher or a theologian or a scientist. Yet

in four lines he gathers up the sentiments of the scientist, theologian, and poet of nature—for, indeed, Professor Schjelderup-Ebbe is all three. In answer to the *Dies Irae*, opposing it as it were, the theological virtue of hope stands in league with all nature, and this league is compacted, transfigured, in an unforgettablely beautiful image:

"Dikteren"  
Men håpet er den sterkeste makt!  
Det står med alnaturen i pakt.  
Av det er likevel verden fuld.—  
Så gyld oss, håb, med din kappes gull! (p. 86)

Whether this hope within him lies in this world or the next, the poet does not tell us. It probably lies in both. Our poet knows all too much of love and beauty to abandon hope of this world. He knows too much of the imperfection and incompleteness of love and beauty in this world to lose hope that these will be ultimately perfected in another.

Hughes, Langston. *Simple siger sin Mening*. Translated by Michael Tejn. With "Forord" by Ole Storm. Gyldendal, Copenhagen, 1954. (Pp. 228. Price, 8.50 Danish crowns (paper bound).

REVIEWED BY HARRY L. JONES, *Morgan State College*.

In *Simple Speaks His Mind* Langston Hughes presented two of the many types of Negroes who live in the American community. His hero, Jesse B. Simple, is an American Negro folk-type, a migrant southerner who has found in New York's Harlem something of a haven from the more violent, more overt forms of racial prejudice and discrimination. The author himself, who appears in the book as a kind of sounding board for the many opinions of his hero, is more typically representative of the somewhat emancipated Negro intellectual. The differences between these two are manifold. The author's views are broad and liberal; Simple's views begin and end with race as their recurrent theme. While the author tries to see himself first as a man, a human being, and then as an American Negro, Simple is first, last, and always a Negro concerned primarily with things

which affect him as a Negro. Finally, the author speaks in a language which might be described as standard American English; Simple's language is a delightful admixture of Northern and Southern Negro folk-speech. Yet these two figures are not so much separated as it might at first appear, for there is between them a common bond of what it means to be a Negro in America, and on this matter the two have no difficulty communicating with each other or with the world. Indeed, because Hughes has chosen to present the problem of race in this manner, his work presents a picture of the Negro in America which is certainly more easily perceptible than the picture derived from a poring over sociological tomes and which is certainly more valid than the picture which emerges from the many protest works of fiction on the subject.

It was good to learn that *Simple Speaks His Mind* had been selected by Gyldendal as one of the books for translation in its new series. Harald Engberg and Ole Storm should be commended for this selection, for apart from the racial import of the book, Simple is a charming and delightful character, the universal "little man" trying to make his way in a world far too large for absolute comprehension. His problems are the problems of the many like him, and he is likely to capture the hearts of all who come to know him. Writing in the introduction to *Simple siger sin Mening*, Ole Storm says of the author:

Ved at rette sine stød mod de urimelige smaatterier faar han perspektiv i de mere universelle udslag af menneskers lyst til at sætte sig haardt paa medmennesker og holde dem nede i en eller anden "sags" navn.

But even if Simple were not essentially a human being having a kinship in his basic humanity with other human beings, even if he were only an American Negro folk-type, he would still have a certain significance for Scandinavians who are fully aware of the Negro's contributions to European-American culture. Ole Storm, who gives evidences of being a student of the distinct cultural contributions made by Negroes, says again of Hughes in the introduction:

Han har gjort den store tid med, da den hvide mands trætte kultur fik en foryngende injektion af hans races spontane livsglæde, som den kom til udtryk i

jazz, negro spirituals, dans og negerkunst. Det er ikke til at gøre op, hvad dette tilskud har betydet for vor europæisk-amerikanske fælleskultur, men alle intelligente hvideindrømmer, at indflydelsen har været stor og værdifuld.

Almost everyone who writes about translations laments the fact that translations show a tendency to mutilate and distort the original. In instances where the critics of translations cannot charge a failure to transmit the ideas of the original, they tend to bring charges against such things as failure to convey mood, tone, atmosphere, and stylistic features. It is high time someone stated boldly that a translator is a creator who, while he does not start with an original idea, produces, nonetheless, a work of art which must necessarily be different from the original. Since language is a cultural phenomenon, the mere act of transplanting a literary idea from one language to another is enough to make the idea different since the reactions and responses called forth by the idea in a different cultural setting will naturally be different.

When one recognizes the nature of translations, one must admit that Michael Tejn has done an excellent job of rendering *Simple Speaks His Mind* into Danish. He evidences a deep understanding of American culture and he has a very good ear for the musical quality of some of the speech patterns employed in the book. Tejn is especially good at rendering Simple's many folk verses into poetry, and he is in these instances especially careful to maintain the flavor of the original. For instance, when Simple says:

A bobtail dog  
Can't walk a log.  
Neither can a elephant  
Hop like a frog.

Tejn translates:

En hund kan ikke spinde.  
En kat kan ikke gå.  
Og ingen elefanter  
Kan hoppe som en frø.

In many instances Tejn's translation rises above Simple's bad poetry and reads better in Danish than it does in English. In

one section of the book Simple recites a protest poem which he has written about segregation in the South. His concluding stanza is:

Dixie, you ought to get wise  
And be civilized!  
And take down that COLORED sign  
For Americans to ride behind!

Tejn translates here:

*Dixie*, du burde blandt andet  
blive fornuftig og dannet.  
Saa drop de neger-skilte-vaner  
i omgang med en am'rikaner!

There are, of course, problems in the translation, but since most of the problems stem either from an incomplete understanding of American Negro culture or from inherent differences between the Danish and American-English languages, it would require considerable space to give them adequate treatment. Your reviewer has, therefore, reserved these special cultural or linguistic difficulties for treatment in a separate paper.

Finally, the merits of having selected *Simple Speaks His Mind* for translation might best be summed up by another quotation from Ole Storm's introduction to the Danish edition of the work. Storm writes:

Simple er altsaa endnu en meget ung figur i amerikansk literatur, men hans ry breder sig hastigt, og det kan forudsese, at han vil træde ud af literaturen og blive en amerikansk folketype med selvstændigt liv som en Huckleberry Finn eller en Babbitt.

This statement may appear a bit over-enthusiastic, but it is evidence of the esteem in which those who know him hold "den elskelige sorte barflosof Simple."

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